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ABSTRACT

An eighteen-month project was designed to integrate career education with the regular curriculum offerings at Alameda Junior High School in Pocatello, Idaho. Objectives were (1) to increase self-awareness and career awareness of each student, (2) to develop favorable attitudes about the world of work, (3) to assist in developing and practicing appropriate career decision making skills, and (4) to provide career orientation and meaningful exploratory experiences. Procedures included defining guidance criteria in terms of student behavioral objectives, assisting students on individual and group basis by providing extensive career guidance and counseling services (counselors acting as resource persons to teaching staff), development of a career resource information bank, and curriculum development. Twelve staff members engaged in the development and use of various career education units in a major cross section of the curriculum. Over 800 students (86%) were exposed to career education, 83% of these indicating a desire to study careers beyond the project time. A formative evaluation (involving onsite visits) and a summative evaluation (with an experimental design involving 248 students) were conducted. Results showed positive attitudes toward career education but little evidence that stated goals were achieved. School district personnel decided to continue and expand the program. Recommendations focus on the instruments for evaluating student achievement. (JT)

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FINAL REPORT

Project No: V361033L

Grant No: OEG-0-73-2993

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Grades 7-9

Conducted Under

P. L. 90-576, Title I, Part C

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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February, 1975

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Period June 1, 1973 to November 24, 1974

School Pocatello School District No. 25

Alameda Jr. High, Project School

Project No. V361033L

From P.L. 90 576; Title I, Part C

Title Research and Development Project

In Career Education

Grades 7-9

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SUMMARY OF THE REPORT

The project was designed to create an integration of Career Education with a significant portion of the regular curriculum offerings at Alameda Junior High School in Pocatello, Idaho. There were two specific components to the project: (1) the Junior High School Component and (2) the Guidance and Counseling Component. Each component had its own set of management objectives and was designed to enhance the other component in providing a kind of synergy in total impact on the school curriculum.

The project operated on funds from two grants. The primary and initial support came from a grant by the U.S. Office of Education (O.E.G.-0-73-2993). The second grant by the Idaho State Department of Education served to expand the program outlined in the initial U.S.O.E. proposal.

Time Period Summary

The following summary reviews activities pertaining to the initiation and operation of the project.

1. On October 13, 1973 the Idaho State Department of Vocational Education requested that the Pocatello Public Schools submit a pilot project in Career Education for the Junior High grades 7-9.

2. Authorization for the project--TITLE I (research and development).

3. Project submitted to Office of Education--November 3, 1972.

4. May 7, 1973--program approved.

5. October 18, 1973--Third party evaluator contracted.

6. Running time for project--June 1, 1973 to November 24, 1974.

7. Cost:

Federal Funds	$36,413.00
State Funds	9,932.00
	3,404.00
	$49,749.00

Project Goals

The project was designed to achieve the following goals.

(1) To increase the self-awareness and career awareness of each student.

(2) To develop in each student favorable attitudes about the world of work.

(3) To assist each student in developing and practicing appropriate career decision-making skills.

(4) Provide career orientation and meaningful exploratory experiences for students.

Procedures

Procedures employed are reflected in the following management objectives for program operation.

Objective: To define guidance criteria in terms of student behavioral objectives.

Objective: To assist the students on an individual and group basis by providing extensive career guidance and counseling services.

Objective: The counselors will act as a resource person for the teaching staff.

Objective: Counselors will provide constructive feed-back on the entire program.

Objective: To develop a Career Resource Information Bank.

Objective: To create a Community Advisory Committee.

Objective: Curriculum Development.

- The "Project Advisory Committee" and the project director will explore the existing curriculum and include 80% more career development experiences for students than now are being offered.

- The Advisory Committee will assist in developing a written plan to re-focus the junior high subjects around the career development theme.

- Teachers and counselors will be given a stipend to work with the project director on curriculum adaptations

Objective: To involve approximately 50 percent of the staff, a broad spectrum of the curriculum and approximately 75 percent of the studentbody in the career education project.

Objective: Exposure of students:

- Ninth graders thoroughly exposed to a minimum of three careers.
- Seventh and eighth graders a broad exposure to a minimum of six career areas.

Objective: Approximately 15 teachers, counselors and administrators will participate in a Junior High Career Exploration Workshop conducted by Pocatello School District No. 25. The workshop will be organized and directed by the project director with the assistance of local and outside professional help. A stipend will be provided for all participants.

Accomplishments

As a result, approximately twelve staff members engaged in the development and use of various career education units in a major cross-section of the curriculum. Over 800 students (or 86 percent of the student population) were exposed to career education. Of those students exposed approximately 83 percent indicated they would like to have an opportunity to continue study of careers beyond the project time.

As a result of the project the Board of Education on December 9, 1974 took action to support the continuation and expansion of Career Education in Pocatello School District.

Evaluation

Both a formative and summative evaluation was conducted. The formative evaluation consisted of on-site visits and the preparation of quarterly and interim reports.

The summative evaluation involved an experimental design involving a total of 248 students (124 control plus 124 experimental).

CONTROL GROUP	RANDOM SELECT	PRE-TEST		POST-TEST
EXPERIMENTAL GROUP	RANDOM SELECT	PRE-TEST	TREATMENT	POST-TEST

Both descriptive data and a t test of significance were employed to test the following broad hypotheses.

1. There will be no significant differences in self-awareness between the experimental and control groups as measured by the Project pre-post test.

2. There will be no significant difference in career-awareness between the experimental and control groups as measured by the Project pre-post test.

3. There will be no significant difference in career decision-making skills between the experimental and control groups as measured by the Project pre-post test.

4. There will be no significant difference in attitude toward the world of work between the experimental and control group as measured by the Project pre-post test.

5. There will be no significant difference in the combined factors of self-awareness, career-awareness, career decision-making skills and attitude toward the world of work between the experimental and control groups as measured by a composite score on the Project pre-post test.

6. There will be no significant difference in the combined or independent factors of self-awareness, career-awareness, career decision-making skills and attitude toward the world of work as the experimental group varies in the amount of exposure to the treatment.

Conclusions and Recommendations

The following conclusions and recommendations are made in light of the findings.

Conclusions

The findings as pertain to this study and the achievement of the project goals are listed as follows.

1. Although certain descriptive data indicate a positive attitude toward career education there is little evidence to support the fact that the project made any difference in helping students achieve the stated goals as measured by the instrument used. In conclusion than the following statements appear warranted.

- Exposure to a program in career education did not increase student self-awareness and career-awareness.

- Exposure to a program in career education did not increase favorable attitude about the world of work among students.

- Exposure to a program in career education did not increase student skills in career decision-making skills.

2. The program of career education did have a general positive effect on the school district personnel as evidenced by the fact that the school district is continuing and expanding the program.

Although one must be cautious about speculation one could raise the question of the validity of the instrument employed. It is at least possible that the instrument simply wasn't "strong" enough to get at the content implied in the goal statements. It is also possible that the test items simply did not measure at a level of sophistication appropriate to the student level and therefore did not discriminate. For example on subtest number 3, (decision-making skills) a score of 21 would constitute a perfect score. On the pre-test the control group had a mean score of 19.90 and the experimental group had a mean score of 19.46. This simply doesn't leave much room to measure any growth in that area.

At any rate one must be cautious about generalizing beyond the data presented and conclusions drawn.

Recommendations

The following recommendations are made.

1. It is strongly recommended that a new more powerful, valid and reliable instrument be either developed or adopted and effort be made to replicate this study. This would be easily accomplished in as much as the district is continuing the program.

   Other recommendations pertain to the achievement and organization of management objectives as shown in Appendix C. In this regard the following recommendation is made.

2. It is recommended that district project coordinators and staff carefully review the initial year in terms of strengths and weaknesses and incorporate these findings in a plan to improve program operations in the forthcoming year.

DESCRIPTION OF THE PROJECT

The project titled Research and Development Project in Career Education sponsored by Pocatello School District Number Twenty Five was conducted under Public Law 90-576, Title I, Part C.

Problem Area

The intent of the project was to institute research and development focusing on the establishment of a meaningful, comprehensive and well developed career education program for grades 7-9 in Pocatello School District.

Pocatello School District with an enrollment of approximately 11,500 students is located in one of Idaho's largest industrial cities.

As stated in the original proposal for funding:

> "Vocational offerings in the Pocatello schools (1-12) have been very limited. The chief course of vocational awareness is from those interested teachers who work up their own programs. The junior high level is limited to industrial arts and home economics within the curriculum, and once-a-year career night sponsored by the Chamber of Commerce. The high school level is a bit more sophisiticated with the primary emphasis in the business education area. Both high schools offer co-op courses in distributive education and office occupations, however, this program involves less than 125 students. There are offerings in industrial arts, home economics, and auto mechanics, but their thrust is more towards the subject matter rather than career preparation."

As is apparent from the above description the then existing status of vocational education in a school district the size and nature of Pocatello School District was far from desireable.

Furthermore, a study conducted by Pocatello School District revealed that total expenditures per pupil for vocational education in the elementary and junior high school program were extremely low as shown in Table I below.

Table 1: Approximate Vocational Expenditures for School District No. 25

Students	Total Cost Estimate		Cost Per Pupil
	Min.	Max.	
*Elementary (5,541)	$300	$500	5 1/2¢ to 9¢
*Junior High (3,054)	500	1,000	16¢ to 32¢
Senior High (2,753)	235,439	237,000	$85 to $86

The problem then was that existing programs in Pocatello School District were not meeting the educational needs of career awareness and career orientation needs of junior high school students.

Project Goals and Objectives

The purpose of the project was to establish a meaningful, comprehensive and well developed program of career education at the junior high school level. The project was designed to accomplish the following objectives.

(1) To increase the self-awareness and career awareness of each student.

(2) To develop in each student favorable attitudes about the world of work.

(3) To assist each student in developing and practicing appropriate career decision-making skills.

(4) Provide career orientation and meaningful exploratory experiences for students.

Project Design and Procedures

The project was designed to create an integration of career education and the regular school curriculum in Alameda Junior High School, Pocatello, Idaho.

Alameda J.H.S. is a school with a student population of approximately 935 students enrolled in grades seven through nine. There is a broad range of socio-economic levels represented with about 50 percent of the student population falling in what is typically considered a middle income level. The student population is predominantly white and resides in an urban industrial attendance area of approximately 5 1/2 square miles.

The staff at Alameda J.H.S. consists of 45 teachers, three counselors, one librarian, one clerk, one secretary, one vice-principal and one principal. Most of the teachers have had 5 or more years teaching experience, hold a bachelors degree, and are in their forties although ages range from 22 to 64 years.

The process of integrating career education into the regular school curriculum involved two project components. The two components: (1) the junior high school component and (2) the guidance and counseling component, were designed to achieve certain management objectives which are listed as follows.

Management Objectives: Junior High School Component

The management objectives for the junior high school component are listed as follows.

1. Objective: To create a Community Advisory Committee. The committee membership may be, but not limited to, representatives from the district pupil personnel division and teaching staff, district administrators, project director, business and industry, labor unions and project school's staff (Alameda). In April, 1970, the school district organized a Community Advisory Committee as a result of a vocational proposal that was submitted by an Ad Hoc Committee made up of people from the District's Pupil Personnel Association. This existing committee will form the nucleus for the project advisory committee.

2. Objective: Curriculum Development

   - The "Project Advisory Committee" and the project director will explore the existing curriculum and include 80 percent more career development experiences for students than now are being offered.

   - The Advisory Committee will assist in developing a written plan to re-focus the junior high subjects around the career development theme.

   - Teachers and counselors will be given a stipend to work with the project director on curriculum adaptations.

3. Objective: To involve approximately 50 percent of the staff, a broad spectrum of the curriculum and approximately 75 percent of the studentbody in the career education project.

4. Objective: Exposure of students:

   - Ninth graders thoroughly exposed to a minimum of three careers.

   - Seventh and eighth graders a broad exposure to a minimum of six career areas.

5. Objective: Approximately 15 teachers, counselors and administrators will participate in a Junior High Career Exploration Workshop conducted by Pocatello School District No. 25. The workshop will be organized and directed by the project director with the assistance of local and outside professional help. A stipend will be provided for all participants.

Management Objectives: Guidance and Counseling Component

The management objectives for the guidance and counseling component are listed as follows:

1. Objective: To define guidance criteria in terms of student behavioral objectives. These objectives will include:

   - To increase the self-awareness and career-awareness of each student.
   - To assist each student in developing and practicing appropriate career decision-making skills.
   - To aid the student and teacher in the provision of a wide variety of meaningful career orientation and exploratory experiences.

2. Objective: To assist the students on an individual and group basis by providing extensive career guidance and counseling services.

3. Objective: The counselors will act as a resource person for the teaching staff.

4. Objective: Counselors will provide constructive feed-back on the entire program.

5. Objective: To develop a Career Resource Information Bank (CRIB) which will include:

   - Community resource people
   - Business and industry listings (Pocatello)
   - On-the-job demonstration sites
   - Exploration kits
   - Audio-visual materials and equipment
   - "Dictionary of Occupational Titles"
   - "Occupational Outlook Handbook"
   - "Encyclopedia of Careers"
   - Listings of post-high school vocational institutes
   - Guides, periodicals and texts
   - Available research documents

The above management objectives were achieved at varying degrees of success through a variety of activities which occurred in the duration of the project. The activities which are listed chronologically provide an overview of the project and are included as Appendix A.

A summary of the budget and related expenditures is shown on the following pages.

PART "C" V361033L
FINAL BUDGET REPORT FOR CAREER EDUCATION PROJECT

Period Covered: June 1, 1973 to November 24, 1974

Project Components	Budgeted Part "C"	Estimated Expenditures	Unexpended Funds	Reimbursable Amount
Personnel				
(a) Project Director	$18,000.00	$18,000.00	---	$18,000.00
(b) Clerical-Secretary	2,790.00	2,790.00	---	2,790.00
(c) Two Consultants	1,000.00	1,000.00	---	1,000.00
Employee Benefits	2,317.00	2,317.00	---	2,317.00
Travel				
(b) Project Director Outside District	450.00	449.69	$ .31	449.69
(c) One Consultant Outside District	450.00	458.00	---	458.00
(d) Consultants In-State	250.00	115.00	135.00	115.00
Supplies and Materials				
(a) Office	623.00	621.47	1.53	621.47
(b) Audio Visual	500.00	489.33	10.67	489.33
(c) CRIB	1,500.00	1,496.04	3.96	1,496.04
(d) Hands On Materials*	1,500.00	1,500.00	---	1,500.00
Services				
(a) Duplication	650.00	641.67	8.33	641.67
(b) Testing	400.00	363.00	37.00	363.00
(c) Third Party Eval.	1,900.00	1,740.00	160.00	1,740.00
(d) Inservice Stipend	3,500.00	3,500.00	---	3,500.00
(3) Inservice Activities	583.00	489.50	93.50	489.50
TOTALS	$36,413.00	$35,979.70	$450.30	$35,979.70

STATE CONTRIBUTION

Project Components	Budgeted State Portion	Estimated Expenditures	Unexpended Funds	Reimbursable Amount
*Supplies and Materials (d) Hands On Materials	$3,000.00	$3,199.77	-($199.77)	$3,000.00

	Total Budgeted	Estimated Expenditure	Unexpended Funds	Reimbursable Amount
Total V361033L Contribution	$36,413.00	$35,970.70	$450.30	$35,970.70
Total State Contribution	3,000.00	3,000.00 199.77*	---	3,000.00
GRAND TOTAL	$39,413.00	$38,970.70 199.77	$450.30	$38,970.70

* Overspent this amount

LOCAL CASH CONTRIBUTION

Non-Reimbursable

Project Components	Budgeted Local Contribution	Estimated Expenditure	Unexpended Funds
Travel			
(a) Project Director In-District	$ 540.00	$ 540.00	--
(b) Project Director Outside District	450.00	431.54	$ 18.46
Supplies and Materials			
(c) CRIB	500.00	541.75	(41.75)
(d) Hands On Materials	--	199.77	(199.77)
Communications			
(a) Postage, telephone, etc.	600.00	430.28	169.72
TOTAL	$2,090.00	$2,143.34	($ 53.34)

The estimated expenditures are based upon costs as recorded on requisitions in the Career Education office. However, in some instances, actual encumbrance will vary because of postage, shipping charges, increase in prices, etc. Therefore, actual expenditures incurred and reimbursable amounts will have to be checked against the warrant issued the vendor.

Results and Accomplishments of the Project

The results and accomplishments of the project as they effect the students, staff, and school are reported under the categories of (1) student involvement (2) staff involvement and opinion, (3) new materials and (4) significant action.

Student Involvement

Over 85% of the total student population at Alameda J.H.S. were directly involved in career education as a result of the project. Tables 2 and 3 display the student exposure by numbers of students and number of careers.

Table 2. Number of Students Exposed to Career Education

Grade Level	Number of Students	Percentage of Total Enrollment
7th	223	71.7
8th	302	90.4
9th	292	96.5
Total	817	86.1

Table 3. Number of Different Careers Students were Exposed To

Seventh Grade		Eighth Grade		Ninth Grade	
Percentage of Students	Number of Careers	Percentage of Students	Number of Careers	Percentage of Students	Number of Careers
17	2 or less	18	2 or less	13	2 or less
9	3	24	3	6	3
14	4	19	4	6	4
13	5	6	5	21	5
13	6	3	6	12	6
34	7 or more	30	7 or more	42	7 or more

An attitude survey conducted by the project director revealed a positive attitude toward career education on the part of the students involved. Table 4 displays the responses to various questions reflecting this attitude.

Table 4. Student Responses to questions about Career Education

Questions	Response		
	Yes	No	No Opinion
"Would you like to have the opportunity to continue your studying of careers beyond project time?	83%	17%	0%
Has studying careers made your subject area more interesting and important to you?	52%	22%	26%

Student reaction to having the opportunity for career education classes was generally positive. Of the students asked, 33 percent indicated that the opportunity was "very good," 47 percent responded "good", 7 percent responded "not very good" and 13 percent had "no opinion."

Table 5. displays student experience with field trip experiences, and Table 6. reports the student use of the Career Resource Information Bank (CRIB).

Table 5. Student On-Site (Field Trip) Experiences to Local Business or Industries.

	None	1	2	3	4	5+
7th Grade	40%	26.5%	14.5%	-	-	19%
8th Grade	29%	45%	23%	-	-	37%
9th Grade	24%	52%	6%	-	-	18%

Table 6. Student Use* of the Career Resource Information Bank (CRIB).

Grade Level	Frequency of Use				
	None	1	2	3	4
7th Grade	51%	32%	-	17%	-
8th Grade	28%	33%	-	39%	-
9th Grade	-	44%	39%	7%	10%

* 81% of all students used the CRIB one or more times. Of this group seventy nine percent reported that it was of "some" or "a lot" of interest and value in career exploration activities. Twenty-one percent reported the experience as having no value.

With respect to the guidance and counseling component, all (100 percent) of the students received guidance and counseling services. The services received pertained to self-awareness, decision-making, and value clarification. This was accomplished through a series of nine hourly sessions conducted in the English classes. All seventh and ninth grade students were provided individual and small group counseling. Beyond this student requests for career information from the guidance and counseling department was very minimal as shown in Table 7.

Table 7. Students requesting personal career information from the guidance and counseling department.

Frequency of Student Requests	Percent of Studeyt Body
None	85%
1	9%
2	2%
3	1%
4 or More	3%

In summary, a high level of exposure to career education was provided to the students of Alameda Junior High School.

Staff Involvement

Twelve of the Alameda Junior High teaching staff were directly involved in the project. The initial involvement consisted of a workshop for staff to gain an orientation to career education and to develop instructional materials. In addition, inservice experiences were provided to allow project staff to integrate career education into their various instructional units. This involvement had a direct effect on the following curriculum areas.

Arts and Crafts	Industrial Arts
Band	Mathematics
English	Physical Education
Earth Science	Social Studies
Foreign Language	Speech
Home Economics	Typing

Guidance and Counseling

Staff perceptions of the project are described in an excerpt from the forth quarterly report:

1. Although a few of the staff were strongly in favor of field trips, the majority of the staff questioned their value when viewing them in light of the coordination effort involved and the disruption they cause other classes.

2. A large portion of the staff disliked the "tightness" of the project which was required in the form of behavioral objectives and unit outlines. They expressed a need for a greater degree of freedom to develop their goals, objectives, and units according to their own needs and format.

3. There was a high level of concensus on the negative aspects of testing. The fact that some students were exposed to the pre-post tests more than once was the major concern.

4. The group suggested that the different objectives for the project be geared to specific grade levels.

5. When asked if they would continue with career education if given the choice, there was a high level of agreement that they would continue. Generally they agreed that it was a worthwhile goal and they were looking forward to continuing the program in a "more relaxed" atmosphere.

6. The group was very supportive of the project management and emphasized the helpful attitude presented throughout the year.

New Materials Developed

The major portion of new materials developed consisted of instructional units. These units were developed by the teachers for classroom use. The following list describes the materials developed during the project.

1. Career education pamphlet
2. Career exploration package
3. Listing of all materials and equipment in the CRTB
4. Various career education teaching units.

In addition to the materials developed, a significant amount of new resources were acquired in support of the materials developed.

Significant Action

Of greatest significance is the fact that Career Education has become a permanent dimension of the junior high school curriculum in Pocatello School District. Item no. 52 in Appendix A refers to the committment made by the Board of Education to continue and expand the career education program. Appendix B includes the recommendation of the Advisory Committee and the resolution proposed to the Board of Education and the by-laws of the Career Education Advisory Committee. All were adopted by the Board of Education in official action taken during a regular board meeting.

EVALUATION OF THE PROJECT

Evaluation of the project consisted of both a formative and summative dimension.

Formative Evaluation

The formative evaluation consisted of onsite visits which were conducted to assess the progress being made toward achieving the management objectives. These visits also provided the data for the preparation of quarterly and interim reports. A summary of recommendations which were submitted with the quarterly reports is included as Appendix C.

Summative Evaluation Plan

The summative evaluation consisted of an experimental research design as described below.

Statement of Purpose

The purpose of the study was to determine if exposure to a career integrated curriculum improves or increases student self-awareness, career awareness, career decision-making skills and attitude about the world of work.

Population and Sample

The population consists of junior high school (grades 7, 8, and 9) students in Pocatello School District Number Twenty-Five and similar sized school districts throughout the State of Idaho.

The experimental group consists of a stratified random sample of students enrolled in Alameda Junior High School and the control group consists of a stratified random sample of students enrolled in three other Junior High Schools throughout the district. Randomness in selection and the typical nature of the school which houses the experimental group reduced threat to the external validity of the study. Although the original plans called for an N of 162 for both the experimental and control a normal attrition reduced the N to 124 for both the experimental and control groups.

Design

A Two-Group Pre-Test - Post-Test design was employed. The design which is considered a true experimental design is shown below.

CONTROL GROUP	RANDOM SELECT	PRE-TEST		POST-TEST
EXPERIMENTAL GROUP	RANDOM SELECT	PRE-TEST	TREATMENT	POST-TEST

The design accounts very well for threats to internal validity and the interaction effect of testing and treatment is the major threat to external validity.

Instrumentation

The instrument which was designed by school district staff consists of 34 lickert type items and 4 items which required write-in responses. The instrument included six subtests as listed below.

Subtest 1: Career Awareness

Subtest 2: Self Awareness

Subtest 3: Decision Making Skills

Subtest 4: Career Exploration

Subtest 5: Guidance and Counseling Service

Subtest 6: All Work Demands Respect and Dignity

The instrument employed was developed and pretests given prior to the contracting for a third-party evaluator. Suffice it to say that this writer has serious reservations about the validity of the instrument as shown in Appendix D.

Hypotheses

The following general hypotheses were formulated as a means of achieving the stated purpose of the study.

1. There will be no significant difference in self-awareness between the experimental and control groups as measured by the Project pre-post test.

2. There will be no significant difference in career-awareness between the experimental and control groups as measured by the Project pre-post test.

3. There will be no significant difference in career decision-making skills between the experimental and control groups as measured by the Project pre-post test.

4. There will be no significant difference in attitude toward the world of work between the experimental and control groups as measured by the Project pre-post test.

5. There will be no significant difference in the combined factors of self-awareness, career-awareness, career decision-making skills and attitude toward the world of work between the experimental and control groups as measured by a composite score on the Project pre-post test.

6. There will be no significant difference in the combined or independent factors of self-awareness, career-awareness, career decision-making skills and attitude toward the world of work as the experimental group varies in the amount of exposure to the treatment.

In actuality 144 hypotheses were tested and descriptive data were employed to achieve the stated purpose. The following comparisons were made using a t test of significance with the .05 level of probability set as the criterion for significance.

Pre-test, Post-test and Pre/Post test comparisons on each of the six subtests were made on the following groups.

Control Group	Experimental Group
7th Grade Males	7th Grade Males
7th Grade Females	7th Grade Females
8th Grade Males	8th Grade Males
8th Grade Females	8th Grade Females
9th Grade Males	9th Grade Males
9th Grade Females	9th Grade Females

Results of the Study

The testing of the hypotheses indicated above yielded the following results.

As shown in Table 8. of the 36 hypotheses tested only two show significance at or beyond the .05 level of probability.

Seventh grade males of the control group scored significantly higher (P=.05) than the seventh grade males of the experimental group on the pre-test measuring career awareness. Although significance was achieved the mean score difference was small consisting of 1.6 points.

Ninth grade males of the experimental group scored significantly higher (P=.05) than did ninth grade males of the control group on the pre-test measuring all work demands respect and dignity.

Table 8. Results of t test for significance on Pre-test

GROUPS Exper. vs Control	SUBTESTS (t scores) 1	2	3	4	5	6
7th Male vs 7th Male 7th Female vs 7th Female	(2.31)					
8th Male vs 8th Male 8th Female vs 8th Female						
9th Male vs 9th Male 9th Female vs 9th Female						2.08

P=.05
Note: ( ) indicates favoring the control group
Subtests are: 1 - Career Awareness
2 - Self Awareness
3 - Decision-Making Skills
4 - Career Exploration
5 - Guidance and Counseling
6 - Work Demands Respect and Dignity

A comparison of differences among the various groups on the results of the post-test yielded four significant differences.

As shown in Table 9., the ninth grade males and females of the experimental group scored significantly higher than did their control group counter-parts on the subtests measuring decision-making skills and career exploration.

Table 9. Results of t test for significance on post-test

GROUPS Exper.	Control	SUBTESTS (t scores) 1	2	3	4	5	6
7th Male	vs 7th Male						
7th Female	vs 7th Female						
8th Male	vs 8th Male						
8th Female	vs 8th Female						
9th Male	vs 9th Male			2.880	2.035		
9th Female	vs 9th Female			2.415	2.835		

P=.05
Note: ( ) indicates favoring the control group
Subtests are: 1 - Career Awareness
2 - Self Awareness
3 - Decision-Making Skills
4 - Career Exploration
5 - Guidance and Counseling
6 - Work Demands Respect and Dignity

Table 10. displays the results of testing for differences of pre and post-test scores among the experimental and control groups.

There was only one test found to be significant among the experimental group. As shown, the ninth grade females scored significantly lower on the post-test measuring career exploration.

Among the control group seventh grade males scored significantly higher on the post-test measuring career awareness and significantly lower on the post-test measuring guidance and counseling services.

Also among the control group 9th grade females scored significantly higher on the post-test measuring decision making skills than they did on the pre-test.

Table 10. Results of t test pre-post test for difference among experimental and control groups.

GROUPS / Pre/Post Test	SUBTESTS (t scores) 1	2	3	4	5	6
EXPERIMENTAL GROUP:						
7th Male						
7th Female						
8th Male						
8th Female						
9th Male						
9th Female				(2.247)		
CONTROL GROUP:						
7th Male	2.354				(2.242)	
7th Female						
8th Male						
8th Female						
9th Male						
9th Female			2.160			

P=.05
Note: ( ) indicates a Negative Direction
Subtests are: 1 - Career Awareness
2 - Self Awareness
3 - Decision-making Skills
4 - Career Exploration
5 - Guidance and Counseling
6 - Work Demands Respect and Dignity

In summary, of 144 hypothesis tested only 10 yielded a t score with significance beyond the .05 level of probability. Of these 10 only 4 really favored the experimental group.

In addition to the various sub-group comparisons, both the experimental and control group were treated as a total group.

A comparison of mean scores on the pre and post test for the total control group is displayed in table 11 .

Table 11. Comparison of pre/post test mean scores of the control group

TESTS	MEAN SCORES PRETEST	POSTTEST	GAIN SCORE
SUBTESTS:			
1	22.91	23.48	0.57
2	36.92	37.84	0.92
3	19.90	20.25	0.35
4	22.46	22.76	0.30
5	9.56	9.35	0.21
6	17.90	18.20	0.30
TOTAL TEST:	129.65	131.88	2.23

N=124
Subtests are: 1 - Career Awareness
2 - Self Awareness
3 - Decision-making Skills
4 - Career Exploration
5 - Guidance and Counseling
6 - Work Demands Respect and Dignity

As shown in Table 11., there is very little difference in pre and post-test mean scores. Gains on each of all six subtests were less than one point and there was a gain of only 2.23 points on the total test. Even with a perfect sampling (SE_m=0) these scores would fail to achieve significance of the .05 level of probability.

Table 12. displays a similar comparison pertaining to the total experimental group.

Table 12. Comparison of pre/post test mean scores of the experimental group

TESTS	MEAN SCORES		GAIN SCORE
	PRETEST	POSTTEST	
SUBTESTS:			
1	23.19	23.04	-0.87
2	36.97	36.88	-0.09
3	19.46	19.02	-0.44
4	22.77	21.56	-1.21
5	9.68	9.31	-0.37
6	17.72	18.19	0.47
TOTAL TEST:	129.78	127.02	-2.76

N=124

Subtests are:
1 - Career Awareness
2 - Self Awareness
3 - Decision-making Skills
4 - Career Exploration
5 - Guidance and Counseling
6 - Work Demands Respect and Dignity

As displayed in Table 12., the tendency was for the experimental group to score lower on the post-test than they had scored on the pre-test. In fact, they scored lower by 2.76 points on the post-test than they did on the pre-test.

Also, as shown in Table 13., the frequency of the experimental groups exposure to the treatment apparently makes little difference. There are no discernable trends either upward or downward as the exposure increased.

Table 13. A comparison of post-test mean scores among the experimental group as their exposure to the treatment varied.

EXPERIMENTAL POST-TEST RESULTS	EXPOSURE TO CAREER EDUCATION UNITS				
	1	2	3	4	5+
N=	39	28	22	24	11
MEAN SCORE	127.85	127.53	133.36	124.50	126.45

In summary, the experimental groups exposure to a planned program of career education or the variation in that exposure makes little or no apparent difference as compared to a control group with no planned exposure to career education.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are made in light of the findings.

Conclusions

The findings as pertain to this study and the achievement of the project goals are listed as follows.

1. Although certain descriptive data indicate a positive attitude toward career education there is little evidence to support the fact that the project made any difference in helping students achieve the stated goals as measured by the instrument used. In conclusion than the following statements appear warrented.

   - Exposure to a program in career education did not increase student self-awareness and career-awareness.
   - Exposure to a program in career education did not increase favorable attitude about the world of work among students.
   - Exposure to a program in career education did not increase student skills in career decision-making skills.

2. The program of career education did have a general positive effect on the school district personnel as evidenced by the fact that the school district is continuing and expanding the program.

Although one must be cautious about speculation, one could raise the question of the validity of the instrument employed. It is at least possible that the instrument simply wasn't "strong" enough to get at the content implied in the goal statements. It is also possible that the test items simply did not measure at a level of sophistication appropriate to the student level and therefore did not discriminate. For example, on subtest number 3, (decision-making skills) a score of 21 would constitute a perfect score. On the pre-test the control group had a mean score of 19.90 and the experimental group had a mean score of 19.46. This simply doesn't leave much room to measure any growth in that area.

At any rate, one must be cautious about generalizing beyond the data presented and conclusions drawn.

Recommendations

The following recommendations are made.

1. It is strongly recommended that a new, more powerful, valid and reliable instrument be either developed or adopted and effort be made to replicate this study. This would be easily accomplished in as much as the district is continuing the program.

   Other recommendations pertain to the achievement and organization of management objectives as shown in Appendix C. In this regard the following recommendation is made.

2. It is recommended that district project coordinators and staff carefully review the initial year in terms of strengths and weaknesses and incorporate these findings in a plan to improve program operations in the forthcoming year.

APPENDICES

APPENDIX A

MAJOR ACTIVITIES DURING PROJECT

First Quarter:

1. Established office and hired staff - May 7-14.
2. Planning and organizing the three week teacher in-service workshop - May 14 to June 11.
3. Conducting workshop - June 11-29.
4. Major Activities from July 1 to August 27.
   - A. Evaluating workshop results
   - B. Critiquing teacher units
   - C. Reviewing and gathering resource materials
   - D. Attending USOE Workshop in Seattle
   - E. Organization of Advisory Committee (Three Meetings)
   - F. Pre and Post-test construction
   - G. Making necessary arrangements for employing third party evaluator
   - H. Planning and organizing Career Resource Information Bank (CRIB)
   - I. Carrying out daily routine office tasks
   - J. Purchasing necessary supplies and equipment
   - K. Planning and preparing for the commencement of school
   - L. Publicity tasks

Second Quarter:

5. Transferred Director's office from Education Center to project school. This was done in anticipation of building better teaching rapport and being able to provide personal service to staff members.
6. Conducted on staff meeting and six in-service nights from October 2 to November 6.

7. Director visited COSSA Program, September 28th.

8. Pre-tested control and experimental groups October 4-5.

9. Guidance and Counseling division conducted a nine week program with emphasis on self-awareness and decision making concepts. All students in the school were exposed to these two units.

10. During October and part of November, the director contacted twenty-four businesses to request they act as sponsors for student field trips. All twenty-four agreed to serve in this capacity.

11. October 17, Director spent one full day meeting with evaluator.

12. On October 23, the director spoke to five high school classes on the subject - Job Opportunities in the 70's.

13. On October 18, the Citizen's Advisory Committee met with project staff members to discuss the needs of the teachers that could be met by the committee. This meeting was also used as a means to allow committee members and staff to become acquainted.

14. Advisory Committee held their regular meetings on September 25 and November 1.

15. Reviewed unit construction and hands-on project with each individual teacher November 7-9.

16. Public Relations Activities:

    A. On October 24, the director spoke to a gathering of the fifth district secondary principals.

    B. On November 14, the director spoke to the local AAUS American Association of University Women, on the Alameda project.

    C. On the night of November 15, a program was conducted to inform key community people about the project and to explain what Career Education was all about. Invitations were sent to 28 businessmen, school board members, Advisory Committee, district administrators, project staff, and news media people. Forty-five in attendance.

    D. On November 20, the director met with the Chamber of Commerce Committee on Education to explain the workings of the project.

    E. On November 20, KID TV showed a short clip on project during their evening news show.

F. Will distribute 650 Career Ed. pamphlets to all members of the local Chamber of Commerce. This will be attached to their monthly news letter.

17. On November 20, the director met with in-kind service personnel from the three additional junior high schools to discuss what kinds of things they might contribute to the Career Ed. project.

18. As an introduction to our Career Ed. project, we showed all students in Alameda the film, "Where Do We Go From Here?" This film was produced by the Federation of Rocky Mountain States. The film gave a very vivid description of what career education is all about. In addition, each student was given a "Career Ed." pamphlet and was encouraged to read it and then take home and show to parents.

19. On November 28, six teachers, one librarian, one counselor, principal, and the director visited the Career Education project in Bingham County.

20. Much time and effort has gone into purchasing and ordering supplies and materials for the CRIB and for the individual classroom unit. The CRIB is now about 85% complete and the majority of the teachers are prepared to present their units.

21. The major activity since the completion of the second quarterly report has centered in the classroom. This, of course, has been the student exploration activities. To date, ten teachers have completed one unit, one teacher is presently involved with her unit, and two teachers are extending their unit over the entire school year and will be involved in career exploration activities on a periodic basis.

    Those disciplines that have completed one unit are English, Band, Earth Science, Home Economics, Math (two teachers), Physical Education (boys), Social Studies, Speech and Industrial Arts. Arts and Crafts and Typing are the two disciplines that are conducting their units over the entire year. One English teacher is presently working on her unit.

    The major student activities within the individual classrooms evolved around such things as hands on projects, exploring a variety of careers by researching in the CRIB, community resource people speaking to students in the classroom, interviewing parents and friends about their occupation, and visiting business and industry in the community. Approximately 700 students participated in the program during the first semester. This represents over 75 percent of the total student body enrollment.

Students visited twenty-four different businesses during the first semester. The visitations varied from a livestock sale to the Idaho State University Nursery School. The majority of visitations were conducted in small groups of 8-10 students, however, a number of trips needed to be conducted by larger groups. The largest group did not exceed fifty students. The major emphasis in business exploration activities centered upon investigation of the variety of different occupations within that particular operation.

The CRIB received a great deal of activity during this period of time. The majority of students were required to make at least one career exploration venture into the CRIB. Many students were reported as making as high as four and five visitations. The CRIB has been exciting for all students and teachers and has shown a continual usage by both groups.

Hands on activities received a great deal of emphasis and proved to be very exciting to a majority of the students. Besides field trips and personal interviews, hands on projects involved such activities as working on small engines and constructing a model of a home electrical system in industrial arts, developing and conducting a child care center in home economics, designing and developing a school newspaper in an English class, a magazine sale in a speech class, working with calculators and adding machines in a math class, producing a color slide presentation of different careers in an arts and crafts class, practicing taping and wrapping in a physical education class and role playing sales and home decoration skills in a math class.

22. The guidance and counseling department has completed forty-eight hours of small group counseling and sixty-two hours of individual counseling. The Kuder Interest Survey, The Differential Aptitude Test, pre-test data and other related materials in student Career Ed. Folder are being used as a basis for guidance and counseling.

23. At the conclusion of each unit, teachers and students were requested to complete evaluation forms. Teachers were requested to evaluate their entire unit, their personal attitude and management techniques. Each student evaluated their entire experience. See Appendix B for Staff response to one self-evaluation form.

24. On December 21, 1973, each project teacher was given the format for final draft of classroom unit and were instructed to complete their draft soon as possible after conclusion of their unit.

25. The director has been involved with many of the classroom activities. Acting as a supervisor on many of the field trips and substituting for teachers who needed to be gone from their classes has been the major contribution.

26. The director has taken many black and white photos and color slides on the project. These photos and slides will be used as a visual presentation for public relations and as a means of recording all the activities.

27. Two inservice nights have been provided for teachers. The primary purpose being to work on evaluation and construction of final draft of classroom unit. Three teachers were allowed one full school day for inservice activities. Substitutes were provided for by expenditure of funds from the project.

28. On December 4, 1973, the director traveled to Fremont County and visited a career education project which is being financed by Title III funds.

29. On December 17, 1973, the director met with the Assistant Superintendent and Director of Secondary Education to review and discuss the second quarterly report.

30. On January 9, 1974, the director met with Mrs. Janet Latham, State Supervisor, Department of Vocational Education, to discuss budget and program progress.

31. On January 12, 1974, the director held a meeting with representatives from each of the other three junior highs to discuss their activities relating to career education. Each person had conducted a teacher survey concerning their attitudes on career education. The results of this survey will be available by the time the third quarterly report is compiled. Each person has also discussed career education with their principal. One school is developing a Career Resource Center in their library and the other two schools are discussing the same possibility with their librarian. One person is conducting career education activities in her English classes and another is making plans for interjecting career education into their curriculum next year.

32. On January 30, 31, and February 1, the director visited career education programs in Oregon. The schools visited were: Cascade Junior and Senior High Schools, Newberg Senior High School, Parkrose Heights Junior High School, McMinnville Senior High School and Portland Community College. In addition, a visit was made to the office of the State Department for Career Education. Much material and information was gained from the entire visit.

33. On January 28, the director and the entire project staff conducted three Career Education workshops for district personnel. This was a part of a total district wide inservice day. Approximately 180 teachers were participants in the Career Education portion.

34. On February 7, 1974, the director participated in a parent's night program sponsored by Alameda Junior High School. The director's part involved a presentation on the history and the workings of the Career Education Project.

35. The Director of Secondary Education and the Assistant Superintendent visited the project on January 24. On January 17, the director of the project and Director of Secondary Education participated with a class that was visiting a community business.

36. On November 30, 1973, the director made a presentation on the Alameda project to the entire district school board. This meeting was a part of the annual planning session conducted by the administration and the board.

37. The Community Advisory Committee has met on five different occasions. The primary accomplishments for these five meetings were: evaluation of second quarterly report, compile a written plan for refocusing curriculum at Alameda upon career education concepts as defined in project plan, define goals of committee, and develop a proposal for continuing career education in the district. In addition, the committee requested Mr. Frank Davis, Administrative Intern, to conduct an assessment of all career education experiences that were offered students in the project school during the 1971-72 and 1972-73 school years. Mr. Davis completed his task and compiled his findings in a report that was submitted on February 12, 1974.

38. One new teacher will be added to the project staff for the second semester. He will develop a career unit on health occupations for students in his life science and health classes. This unit will involve only seventh grade students.

39. On February 8, 1974, the project sponsored a half day teacher workshop on "Careers in Child Care." The workshop was conducted by Mr. Don Sukk, representative from McKnight Publishing Company. Five district home economic teachers and two university home economic students were in attendance.

40. To-date, the in-kind personnel has contributed approximately 810 hours of labor to the project. This contribution represents nine personnel.

Third Quarter:

41. The director's activities have been as follows:

    A. Compiling evaluation data on units.

B. Assisting teachers with hands on and field trip projects.

C. Conducted personal conferences with all teachers in the project. The purpose was to review first unit activities, discuss evaluation of first semester units, and assist with plans for second units.

D. Spoke to four career education classes at Pocatello High School.

E. Visitation with Mr. Ken Hansen, Supervisor of Part "C" Projects, Idaho State Department of Vocation.

F. Made a presentation on the Alameda project to a regional conference of school trustees and administrators.

G. Attended a Region X Meeting in Springfield, Oregon, March 27-28 for all Part C & D Project Directors.

H. Met on several occasions with district administration for the purpose of discussing the Advisory Committee's proposal for the 1974-75 school year.

I. Reviewed Alameda Project with a group of principals from Ogden, Utah.

J. Met with Career Education Representatives from the other three junior highs for the purpose of establishing data for administering post-test, review what each school and representative were doing with career education, and discussing the future of the project.

42. On April 9, the local Chamber of Commerce conducted a "Career Education Day" in all the junior high schools. The Alameda school chose to explore the career opportunities in the Health Occupation cluster. Representatives from eleven health careers made presentations to all the ninth grade boys and girls.

43. April 18 and 23, the Alameda Career Education Project was the subject for a television program entitled "Know Your Schools." The program is a joint venture between the school district and Teleprompter T.V.

44. On May 6, the project will sponsor a half-day teacher Career Education Workshop for all of the project staff and for any other interested teachers in the district. The workshop will be designed for the secondary level grades 7 through 9. The topic will be directed towards curriculum development. Mr. Merrill and Mrs. Sehon from the COSSA Program will act as leaders.

45. On May 9, the project will conduct another field trip for its staff and other interested participants. We will be visiting the Bingham County Project in Blackfood and Shelley, Idaho.

46. A survey was conducted with the staffs of the other three junior high schools concerning their attitude about implementing career education into their own school and classroom.

Fourth Quarter:

47. During this period of time the classes of Earth Science, Industrial Arts, Drafting, Physical Education, Typing and English completed their second semester Career Education Units. The highlights, as per previous semester, centered in community field trips and hands on projects.

The Earth Science field trip project was a visitation by all students (150) to the Gay Phosphate Mine located some 40 miles north and east of Pocatello. Not only did the students have the opportunity to observe the entire operation but they observed almost every kind of occupation associated with the mine's operation. This particular activity culminated classroom exploration activities dealing with the occupations and subject materials relating to minerals.

The Industrial Arts teacher completed another very successful unit on the exploration of electrical and small engine occupations. The hands on activities involved students working on small engines and building a wall panel of all home electrical fixtures.

The Drafting class explored the careers relating to the home construction occupations and concluded their exploration activities by planning, drawing, and constructing two table model homes.

The Physical Education classes concluded their second unit by once again exploring careers relating to recreation and physical education with emphasis upon athletic trainers and golf course related occupations. The students visited one of the local golf courses, and in addition, brought in the district athletic trainer to talk about and demonstrate his skills and tasks. Each boy was given the opportunity to actually do some taping and wrapping of simulated athletic injuries.

An English-Drama class completed a unit in exploration of those careers clustered around communication skills. The hands on project focused upon careers relating to radio broadcasting and culminated by having the students produce a one minute news show. Prior to the hands on project, all students visited a local radio station that is located in close proximity of the school.

The typing classes conducted two very exciting field trips. One was to the office of the Chamber of Commerce and the other was to the State of Idaho Department of Employment. Prior to the field trips, all the students were given opportunity to explore a variety

of occupations relating to the subject of typing and then on the field trip, the students were to explore the related occupations in each business operation. Each student was given an assignment to explore the tasks of one employee, record them on paper, and take a slide or two of the employee working at his/her tasks. Upon the completion of the field trips, the students returned to their class and proceeded to develop a slide presentation with sound, of all the occupations that were filmed on the field trips.

48. On May 6, the project sponsored a very successful one-half day Career Education Workshop (as reported in third quarterly report). In addition to the project staff of fourteen teachers, there was representatives from the other secondary schools, totaling eight teachers. This gave us a grand total of twenty-two teachers in attendance. The focus of the workshop was curriculum development on the junior and senior high level.

49. On May 13, the Citizens' Advisory Committee conducted its regular meeting. The agenda included a discussion concerning the recommendation sent to the school board proposing the district to make a commitment for funding a Career Education Program for the 1974-75 school year. The project director showed slides of the program to date and discussed the progress of the project.

50. On May 9, the project director took seven teachers to view the Bingham County Career Ed. Project. These teachers were in addition to the number that visited the program last fall.

51. To date, all project teachers except two have completed a final draft of their Career Education Unit. These final drafts have been reproduced and are ready for distribution.

52. Since the third quarterly report was submitted, the School District has approved the Advisory Committee's Proposal for the district to assume the responsibility and funding for Career Education Coordinator (the present project director was selected for this position), approving a budget for $35,009, employing two half-time building coordinators, continuing the Alameda project and including one new junior high school.

53. Considerable work has been done towards the development of a slide presentation depicting the progress and activities of the entire project. Hopefully, this will be completed by the end of the project.

54. The following activities describe the Project Director's involvement during the final quarter of project activity.

    A. Participated as a supervisor on five different student community field trips.

B. Conducted several classroom visitations while career education projects were in progress.

C. Conducted a year end teacher evaluation of program to date. See Appendix A for data.

D. Met with the appropriate State Department of Vocational personnel on June 14 for the purpose of reviewing project funding and activities.

E. Completed all post testing with both controlled and experimental groups. Data is now being compiled in the Computer Center at Idaho State University.

F. On May 30, the director held a conference with the guidance and counseling staff for the purpose of reviewing and evaluating their component.

G. Third Party Evaluator conducted an on-site teacher evaluation session on June 4.

H. Held several meetings with district administration for the purpose of firming up the 1974-75 program, employing building coordinators, developing budgets, reviewing project progress, and establishing criteria for the purpose of selecting the new school site for career exploration.

I. After the criteria for accepting a new school was developed, the director then made a slide presentation to the staff at Irving Junior High on Career Education as developed at Alameda and then surveyed the teachers about their desire for becoming a part of Career Education (See Appendix B). A very find response was given by Irving staff. The positive response resulted into Irving becoming the new school for implementation of Career Education activities.

J. Immediately following the selection of Irving Junior High as the new project school, the director organized and conducted a teacher workshop for Irving staff and other interested teachers. The workshop was held August 12-16 with twenty teachers in attendance. The workshop consultant was Mr. Tom Williams, Specialist, Exploration Programs, Oregon State Department of Education, Division of Career Education.

K. The Director was on vacation for the month of July.

L. The Director has established a set of tentative broad objectives for Career Education on the Junior High School level (7-10) for the Pocatello School District.

APPENDIX B

Implementation of career education into the existing educational structure requires a number of very important action steps. The first, of course, is identifying the local needs for such a program. We feel this has been accomplished in part, as reported in the Comprehensive District Needs Assessment Report. Secondly, there needs to be established an interactive network of interested groups working for career education concepts. At the present time, we have established a very active Community Career Education Advisory Committee and have commenced a positive program involving local business and industrial people.

The next important action step in the implementation processes is the establishment of career education as an educational objective of high priority without slighting or deprecating the worth and importance of other sound educational goals. We, the Committee, realize the Board has made a partial commitment to this objective by committing funds to the existing program. But before the program is extended any further, we feel the urgency to request the Board to consider making a public commitment to career education by adopting a resolution in support of the career education concepts. A commitment of this nature would provide for a more unified effort from all staff members and administrators; implementation into the classroom would come with more rapidity and ease; and it would be an expression to the school patrons that their expressed desire for greater vocational opportunities in the school systems was receiving positive attention.

Based upon the above mentioned rationale, we respectfully request the Board to give serious consideration to adopting the proposed resolution (or a similar one designed by the Board) and entering it into the official minutes.

PROPOSED RESOLUTION

We, the Pocatello School Board Number 25, believe that it should be the policy of our school district to provide career education learning experiences that will assist each youngster in developing a wholesome attitude towards self, work, and society; acquiring an awareness of the many occupational careers available; developing awareness of relevant factors to be considered in decision making in career selections; exploring his/her own interests and abilities; and exploring the many activities that might challenge and enlarge his individual talents and skills.

B Y L A W S

O F

CAREER EDUCATION COMMUNITY ADVISORY COMMITTEE

As Adopted By

Community Advisory Committee

November 12, 1974

School District 25

Pocatello, Idaho

CAREER EDUCATION COMMUNITY ADVISORY COMMITTEE

Assisting young people to understand qualifications and requirements in career fields requires the best cooperative efforts of the school and the community. In order to meet its responsibility, the school must know what the people need and want; and likewise, the community should know what the school is attempting to accomplish and is capable of doing. There must also be a two-way system of understanding and communication between business, labor, industry, and education, in order to keep the program realistic and to meet changing needs. Today, more than ever before, education and outside agencies must work as a team and share the responsibility for training the work force vital to the nation's economy. One of the best tools for advancing this concept is the creation of a community advisory committee that consists of dedicated representatives from all the concerned agencies. This committee can offer the layman's point of view that is not obtainable elsewhere.

BYLAWS

Chapter I
Name, Function, Organization

Section 1 -- Name

The name of this organization shall be the Career Education Community Advisory Committee (CECAC).

Section 2 -- Function

This Committee shall serve as an advisory group to the Director of the Career Education Program; act as a liaison between the Director and the Community by helping to provide practical business information and current trends in the world of work; promote good public relations; assist the Director in locating community resources and personnel for student exploration activities; through the Director's leadership will serve as possible resource people for teachers in curriculum development; and provide consultation for the Director, Administration, and Board of Trustees in matters relating to Career Education. These matters may include, but need not be limited to such things as legislation, (state and federal), financial support, long-range planning, and evaluation at all levels of the Career Education program. The Committee will be available to work directly with teachers in the classroom upon the request of the Director of the program.

Section 3 -- Organization

The Advisory Committee shall serve at the pleasure of the Board of Trustees. Community members will be appointed in writing by the Board of Trustees, with recommendations from the Director and the Advisory Committee.

Chapter II
Membership

Section 1 -- Membership Defined

The Committee shall be composed of a cross-section of interested, capable representatives of the community willing to contribute their time and talents as related to the world of work.

Section 2 -- Composition of Membership

A. The Committee shall be composed of 12 members of the community, plus appropriate ex-officio members, and shall serve the two

junior high schools now involved with career education, and eventually the four junior high schools as they are phased into the program.

1. The community committee members shall be composed of:
   a. Both men and women
   b. Businessmen/women (employers and employees)
   c. Parents
   d. Representatives of both labor and management

2. Ex-officio members shall include:
   a. Director
   b. Coordinators of schools enrolled in career education programs.
   c. One student currently enrolled in each school involved in the career education program.

B. Term of Office

Community members shall serve a rotating term of three years. New appointees shall be appointed for three years, with current membership of the committee divided into one, two, and three year appointments, to preserve the continuity of the committee. Vacancies will be filled by appointees who will serve to the end of the unexpired term, and may be re-appointed to a full three-year term. Student members will be appointed for a term of one year by the Building Coordinator.

Chapter III
Officers

Section 1 -- Officers

A Chairman and Vice Chairman shall be elected for a period of one year, by the Committee at the beginning of the calendar year.

Section 2 -- Duties

The Chairman shall preside at all general meetings of the Committee.

The Vice Chairman shall assume the duties of the Chairman in his/her absence.

Chapter IV
Meetings

Section 1 -- General Meetings

General meetings shall be held once a month, or as deemed necessary by the Chairman.

Section 2 -- Special Meetings

Special meetings may be called by the Director or the Chairman.

Section 3 -- Quorum

Four community members shall constitute a quorum at a regular meeting.

Section 4 -- Absences

An individual will automatically lose membership on the Committee if he fails to attend three (3) consecutive regular meetings without presenting good reason to the Chairman in advance.

Chapter V
Amendments

Section 1 -- Amendments

The bylaws may be amended at any regular meeting by a 2/3 vote of the members present, providing notice of such change has been given at a previous meeting.

APPENDIX C

Second Quarterly Report:

Generally, the project is laboring under the pressure of time and energy to achieve success for a concept that the staff appears committed to.

The strengths of the project are seen in some rather nebulous forms as stated below.

1. Some excited and hard working staff have truely grasped the concept of integrating career education with their discipline. This has created a kind of needed "spark" for the project director and staff.

2. The "CRIB" is in a "ready" stage and provides a valuable and needed resource for staff and provides both exposure and resource materials for students.

3. The career integrated units completed, in progress, and planned, make excellent and extensive use of community resources and exciting "hands-on" experiences for students.

4. The enthusiasm, leadership, public relations and organizational ability of the project director is a definite strength.

Weakness of the project apparently are being overcome however, there do exist some weak areas as listed below.

1. A number of the teaching and counseling staff appear to be struggling with the idea of "adding" career education to their already busy schedule as compared to integrating career education within their existing roles or disciplines. This may have been "designed in" to the project during the summer workshop which involved the development of "career education" units.

2. The amount of pressure which the project director applies first to himself and then to staff has apparently reached a level which can be considered a weakness.

3. The feeling of the staff toward the central offices lack of support for the project is a serious weakness.

4. Failure to achieve or initiate activity designed to achieve certain objectives must be considered a weakness.

Third Quarterly Report:

Generally speaking, the project management and staff are to be commended for their efforts and abilities which have contributed to a significant thrust of career education in Alameda Junior High School. This degree of apparent impact over a relatively short period of time is a definite strength.

Success in gaining a district-wide committment for continuation and expansion of the career education model on a district-wide basis is a second important strength of the project.

The apparent cost/transportability of the project seems to be a strength although it is somewhat early to reach a final conclusion in this area.

Although a few project staff have achieved a true integration of career education in their curriculum areas (a strength), apparently the remaining portion of the staff are still approaching career education as an "added dimension" rather than an integrated dimension of the curriculum.

A perpetual difficulty and weakness of the project pertains to the dimension of accountability. The initial design of the project failed to provide a precise definition of responsibility for achieving the various project objectives. Consequently all project staff (teachers and counselors) were responsible for meeting all objectives making it difficult if not impossible to hold specific parties accountable for specific dimensions of the project. This difficulty is recognized by the Project Director and plans for the continuation and expansion of the project involve the alleviation of this difficulty.

In light of the apparent strengths and weaknesses of the project, two recommendations are warrented.

1. It is recommended that future in-service activity, particularly the summer workshops, feature the process of integrating career education. It is suggested that teachers work on integrating career education into one of their existing curriculum units rather than develop a unit in career education.

2. It is recommended that a major portion of time be given to careful planning prior to the implementation of second year activities. Particular attention should be given to the results of the evaluation and to a more precise definition of roles and expectations which should provide for greater accountability.

APPENDIX D

Pre and Post Test

Research & Development Project In Career Education
(V361033L)
Pocatello School District #25

Date_____ Grade_____ Class_____ Name_____

DIRECTIONS:
Please rate yourself on the following characteristics. Circle the number which most closely tells your feelings on each item.

5 means you strongly think it's true
4 means you agree - but not strongly
3 means you mildly agree with the statement
2 means you disagree
1 means you disagree with the statement strongly

			TEST COMPONENT
1.	Most grownups I know really like the kind of work they do.	5 4 3 2 1	C.A.
2.	I believe that getting along with others is a very important personal characteristic.	5 4 3 2 1	S.A.
3.	I know a lot about what it takes to get and keep a good job.	5 4 3 2 1	C.A.
4.	Being responsible is a very important personal characteristic.	5 4 3 2 1	S.A.
5.	A person's value system affects career choices.	5 4 3 2 1	S.A.
6.	Getting a high salary (money) is the most important part of having a job.	5 4 3 2 1	D.M.S.
7.	Most of the course work I'm taking now is going to help me get a job someday.	5 4 3 2 1	C.E.
8.	I think the teachers in junior high are really helpful to me.	5 4 3 2 1	C.E.
9.	Jobs where you don't get dirty or sweaty are the best ones to have.	5 4 3 2 1	R.D.
10.	I enjoy learning about different kinds of careers (or jobs).	5 4 3 2 1	C.E.
11.	There are lots of different kinds of work I can do that will make me happy.	5 4 3 2 1	C.E.
12.	I believe that working hard is a very important personal characteristic.	5 4 3 2 1	S.A.
13.	I can easily see the connection between what I am learning in school and the kind of work I will be doing after graduation.	5 4 3 2 1	C.A.
14.	It is important for everyone to go to college in order to get a good job.	5 4 3 2 1	R.D.
15.	I feel comfortable talking with the counselor(s).	5 4 3 2 1	G.C.

16.	Your choice of job will affect a lot of people besides you.	5 4 3 2 1	D.M.S
17.	I think that in deciding upon a career, a person should identify as many different options as possible.	5 4 3 2 1	D.M.S
18.	Education is important if I am to get the kind of job that will make me happy.	5 4 3 2 1	D.M.S
19.	Enjoying what you are doing on a job is the most important thing.	5 4 3 2 1	S.A.
20.	I believe that being on time is a very important personal characteristic.	5 4 3 2 1	S.A.
21.	There are more jobs to choose from than ever before in American history.	5 4 3 2 1	C.A.
22.	Jobs that require a lot of education are the best kind.	5 4 3 2 1	C.E.
23.	I believe that in order to make a decision concerning a career choice, a person should explore all of the problem areas before hand.	5 4 3 2 1	D.M.S
24.	Having a sense of responsibility is very important to being a good worker.	5 4 3 2 1	C.A.
25.	I think the counselors have been a lot of help to me in planning for my future career (job).	5 4 3 2 1	G.C.
26.	I believe I really understand why I say and do the things I say and do.	5 4 3 2 1	S.A.
27.	There are several different kinds of work I will be able to do someday.	5 4 3 2 1	C.E.
28.	I think going to junior high is really neat.	5 4 3 2 1	S.A.
29.	All jobs have an important function in today's society.	5 4 3 2 1	R.D.
30.	I basically like me as a person the way I am now.	5 4 3 2 1	S.A.
31.	The counselors seem to be genuinely interested in me as a person.	5 4 3 2 1	G.C.
32.	The more important your job is, the better you have to dress.	5 4 3 2 1	R.D.
33.	I believe I have what it takes to be a good worker at some kind of career (job) someday.	5 4 3 2 1	C.A.
34.	A person can be proud of any kind of work they have, regardless how important it is to other people.	5 4 3 2 1	R.D.
35.	List as many occupations (jobs) as you can emphasizing <u>things</u> involvement. (For example, machines or tools, and so forth).		C.E.

16.	Your choice of job will affect a lot of people besides you.	5 4 3 2 1	D.M.S
17.	I think that in deciding upon a career, a person should identify as many different options as possible.	5 4 3 2 1	D.M.S
18.	Education is important if I am to get the kind of job that will make me happy.	5 4 3 2 1	D.M.S
19.	Enjoying what you are doing on a job is the most important thing.	5 4 3 2 1	S.A.
20.	I believe that being on time is a very important personal characteristic.	5 4 3 2 1	S.A.
21.	There are more jobs to choose from than ever before in American history.	5 4 3 2 1	C.A.
22.	Jobs that require a lot of education are the best kind.	5 4 3 2 1	C.E.
23.	I believe that in order to make a decision concerning a career choice, a person should explore all of the problem areas before hand.	5 4 3 2 1	D.M.S
24.	Having a sense of responsibility is very important to being a good worker.	5 4 3 2 1	C.A.
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32.	The more important your job is, the better you have to dress.	5 4 3 2 1	R.D.
33.	I believe I have what it takes to be a good worker at some kind of career (job) someday.	5 4 3 2 1	C.A.
34.	A person can be proud of any kind of work they have, regardless how important it is to other people.	5 4 3 2 1	R.D.
35.	List as many occupations (jobs) as you can emphasizing <u>things</u> involvement. (For example, machines or tools, and so forth).		C.E.

36. List as many occupations (jobs) as you can emphasizing people involvement. C.E.

37. List as many occupations (jobs) as you can emphasizing data (such as ideas, symbols, numbers, or facts) involvement. C.E.

38. List by name as many jobs as you can that you have explored or studied. C.E.

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